
**INCENTIVES AND ATTITUDE OF SECONDARY SCHOOL TEACHERS TO WORK
IN ONDO STATE, NIGERIA**

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ABSTRACT

This study examined the relationship that existed between monetary and non-monetary incentives and teachers' attitude to work in Akoko South-West Local Government Area of Ondo State, Nigeria. The population of the study comprised all teachers in Akoko South-West Local Government Area, Ondo State, Nigeria. A simple random sampling method was used to select two hundred respondents used for the study. Data were collected through a structured questionnaire instrument titled, Monetary and Non-Monetary Incentives and Teachers Attitude to Work (MNITAWQ) validated and found reliable at $r=0.65$. Frequency count, simple percentage and mean were used to analyze the research questions and Pearson Product Moment Correlation statistical analysis was used to test the hypotheses at 0.05 level of significance. The findings revealed that there exists a significant relationship between monetary incentives and teachers' attitude to work; non-monetary incentives and teachers' attitude to work. In line with the findings, it was recommended that the State Government and school administrators should provide prompt and adequate monetary and non-monetary incentives for teachers to keep them motivated, also there should be improvement on the incentive packages given to teachers in order to bring out the best in them and spur them to work with a positive attitude.

Key Words: Teachers' attitude, job satisfaction, monetary incentives, non-monetary incentives, productivity.

1. INTRODUCTION

Teacher's attitude to work has become an important issue given their responsibility to impart knowledge and skills to learners. Teachers' attitude towards work is a concern of everybody in the society as teachers are known to be the pillar towards civilization and nation building through their impact on individuals in the society. Teachers' attitude to work determines the job performances of teachers. Oxford Advanced Learner's Dictionary defines attitude as a settled way of thinking or feeling about something.

Many factors influence the attitude of teachers in schools. The primary factor that contributes to good performance and positive attitude of teachers is strong motivation. Motivated teachers are often associated with producing motivated students with high achievements (Atkinson, 2000). Thus, in order to bring change to an educational system, factors that enhance teachers' motivation are essential. It is assumed that highly motivated employees perform better, thus enhancing their professional growth through training and experience.

Teachers' attitude to work has been one of the great concern to stakeholders in education of recent in Ondo state, given the deteriorating academic performance of secondary school students in external examinations (Ekpoh, 2014). A lot of people, notable among them: parents, students, government and even teachers themselves have expressed dissatisfaction with the quality of teaching and learning that takes place in the schools. In spite of improved academic and professional qualifications of teachers, the school system has failed to produce people who can contribute to solve the problem of the society and this is attributed to irregular payment of salaries and bonuses by the government which causes teachers to relent in the carrying out of their duties.

The need for teachers' incentives therefore becomes imperative for managers of school organizations because teachers possess the required knowledge and skills to prepare students adequately and to produce educated students equipped with expected norms and values required for a functional society and these knowledge and skills can only be effectively applied when teachers are comfortable with the working conditions in the organization. Therefore, educational managers should understand the effect of motivation on teachers' behaviour and performance towards achieving individual and organizational goals. It is on this basis that the study seeks to find out the relationship between monetary and non-monetary incentives and teachers' attitude to work in Akoko South West Local Government Area of Ondo State.

Adequate incentives have been found to be one of the means which organization can adopt to motivate and increase workers' attitude to work. Griffin (2011) defines incentive as a force that drives teachers to behave in certain ways at their place of work. Similar to this is the view of Arnold (2013) that incentives are designed to get the maximum performance from the employees and help retain the most productive among them. Incentives are financial and non-financial rewards offered to employees to compel them to exert more efforts into any given task (National Commission on Productivity and Work Quality, 2010).

Monetary rewards comprised all rewards that have a monetary value and add up to total remuneration such as basic pay, pay contingent on performance, contribution, competency or skill, pay related to service, financial recognition schemes, and benefits such as pensions, sick pay and health insurance (Armstrong, 2010). The importance of monetary reward cannot be over emphasized. Guajardo (2011) found that monetary rewards are the strongest incentive in Africa, especially salary increase or performance based rewards. Armstrong (2010) argued that monetary rewards are the core element in total reward. Similarly, a study conducted by Narsee (2012) in South Africa found that monetary reward is the most important reward category. These findings cannot be far from the fact that people work so that they can satisfy their various needs and wants from the reward they get.

Non- monetary incentives are that which cannot be offered in terms of money. Often money alone is not sufficient to satisfy higher level needs such as status, recognition, realization of one's potential.

Non-monetary incentives refer to non-financial incentives which can satisfy the ego and self-actualization needs of employees. The incentives which cannot be measured in terms of money

are under the category of non-monetary incentives. Non-monetary rewards increase employees' motivation to work by raising their self-esteem and can satisfy employees professional ambitions and personal fulfillment (McBeth, 2012). Non-monetary incentives includes participation in decision-making, competition, security of service, praise or recognition, suggestion scheme, job enrichment and promotion opportunities.

Participation in decision-making is a non-financial incentive that stimulates any employee in his involvement in certain crucial decisions. For example, if the management decides to buy new machinery for the factory or computers for the organization the workers' viewpoints may be secured before making the final decision. Competition is an effective non-monetary incentive. The management can encourage healthy competition among the employees. This would, certainly, motivate them to prove their capabilities. The management can also rank the employees according to performance, education and qualification. Such of those employees who have performed very well may be given merit certificates. All these non-financial incentives may influence teachers' performance.

Security of Service is an incentive which provides great motivation to employees when a job assures a teacher some security, it is a common reason for continuing to work within a particular school. If the employee's job is secured, it will put maximum efforts to achieve the objectives of the organization. Chakravarthy (2014) affirms that certain stability in the job ensures future income and the employee is motivated by the consideration of the job security. According to John (2010), teachers' decision to quit or to stay at the school depends on their expectations.

Praise or Recognition is another non-monetary incentive which satisfies the ego needs of the employees. Employees will respond more to praise and try to give the best of their abilities by recognizing and appreciating their efforts and also by using words of praise and encouragement and rewarding those who do well (MANTEP, 2011).

Suggestion Scheme is a way of involving employee in the planning and decision making process on matters relating to the organization. The organization looks forward to taking suggestions and inviting suggestion schemes from the staff members. This also is helpful to motivate employees to feel important as they feel that they fit in the overall picture of organization. However, to show the importance of decision making in schools, Galabawa (2013) citing John (2010) stressed that the dignity of the worker is realized if the work process allows autonomy, responsibility, and fulfillment influenced on managerial decisions. These arguments show that there is importance to involve employees in decisions especially that concern their work and responsibilities within organization. This could make the employees feel like a valued part of the organization.

Job Enrichment is another non-monetary incentive in which the job of a worker can be enriched. This can be done by increasing his responsibilities, giving him an important designation and increase the content of the work for the efficient employees. Herzberg (2012), sees that the solution of the motivation problem is the design of the job itself, especially through job enrichment. Chakravarthy (2014) showed that, if job is more responsible, it satisfies those people who are enthusiastic, dynamic, in encountering the challenging assignments. The increase in responsibility is one kind of non-monetary incentive to the employees.

Promotion Opportunities are effective tools that increase the spirit to work in the school organizations. If employees are provided with opportunities for the advancement and growth, they feel satisfied and become more committed to work. Promotion opportunities include: fair promotion and career prospects, advanced studies in ones' specialization and in-service training opportunities (MANTEP, 2011). James (2008) affirms that professional development is more than education, and he further says that you would see your career minded employees trying to find a new job title or learning new skills while on your payroll just because they find a true career path. This kind of non-monetary incentive is important for the management to use so as to attract qualified employees.

2. STATEMENT OF THE PROBLEM

Educational administrators have been complaining that teachers work efficiently when they are newly employed but with time, their efficiency and productivity decreases. The teachers have attributed decrease in efficiency and productivity to the fact that employers do not provide adequate incentives to motivate them in putting their best towards work. The use of various incentives to motivate staff must be adequate and appropriate. Individual employee performance in any organization ultimately determines the strength of the organization.

The attitude of teachers working in a school is therefore a key asset to the overall performance of the organization. Not much can be achieved if teachers do not have positive attitude to work, high morale, and a feeling of job satisfaction which goes a long way in determining the level of the individual performances and the performance of the organization as a whole. The role of incentives in the attitude of teachers' efforts becomes a rather important consideration.

The attitude of teachers is perceived to be determined by different factors such as work environment and the incentives for teachers. Lack of motivation among teachers is believed to have affected the performance of students in schools, lack of motivation among teachers has been manifested in teachers' unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed, occurrence of hold-ups because deadlines are not kept, resistance to contributing more than what is required of them and development of arguments between colleagues.

Attitude of teachers determines the performance of any given school, as performance depends entirely on teachers' effort and if teachers are unhappy with their job, they will not put emphasis and positive attitude into their teaching.

Research Questions

- i. How does monetary incentives affect teachers' attitude to work?
- ii. How does Non-monetary incentives affect teachers' attitude to work?
- iii. Does any relationship exist between monetary and non-monetary incentives and teachers' job satisfaction in Ondo State secondary schools?

Research Hypotheses

- i. There is no significant relationship between monetary incentives and teachers' attitude to work in Ondo State secondary schools.
- ii. There is no significant relationship between non-monetary incentives and teachers' attitude to work in Ondo State secondary schools.

3. METHODOLOGY

The research design adopted for this study is the descriptive survey research method. This design was adopted because it serves a useful purpose of collecting data from the existing records, and the use of questionnaire in sourcing information regarding the research area. The study will investigate the relationship between monetary and non-monetary incentives on teachers' attitude to work in Ondo State secondary schools.

The target population for this study consisted of all the teachers in the 304 public Secondary Schools in Ondo State, Nigeria. A simple random sampling technique was used to select ten (10) public secondary schools out of the seventeen (17) public secondary schools in Akoko South-West Local Government area of Ondo State, 20 teachers were selected per school. A total of 200 teachers were selected for the study.

A self-developed questionnaire titled, Monetary and Non-Monetary Incentives and Teachers Attitude to Work (MNITAWQ) was used to gather information for the study. The questionnaire contains two sections. Section A obtained information on the participant characteristics, such as name of school, gender, length of teaching experience and educational qualification while Section B contains items formulated based on the variables contained in the hypotheses to elicit responses from the participants.

The instrument was validated using both face and content validity procedures and for the reliability of the instrument, the researcher adopts the test-retest method and the two administrations were correlated using Pearson product moment correlation coefficient formula. A reliability co-efficient of $r=0.74$ was obtained which showed that the consistency is considered to be high and made the instrument suitable for the study.

The data collected was analyzed using both descriptive and inferential statistics. Frequency counts, percentages and mean was used to analyze the research questions. The hypotheses were analyzed using Pearson product moment correlation coefficient formula at 0.05 level of significance.

4. RESULTS

Research Question 1: How does monetary incentives affect teachers' attitude to work?

Table 1 Monetary Incentives and Teachers’ Attitude to Work

S/N	Items	SA	%	A	%	D	%	SD	%	\bar{X}
1	Monetary incentives influence teachers’ attitude to work	137	68.5	62	31	1	0.5	0	0	3.68
2	Monetary incentive is the main motivator teachers crave for	58	29	127	63.5	12	6	3	1.5	3.2
3	Teachers tend to neglect work when there is no motivator	26	13	165	82.5	7	3.5	2	1	3.08
4	Delay in salary payment negatively affects teachers’ behaviour to work	93	46.5	92	46	11	5.5	4	2	3.35
5	Teachers feel motivated when they get bonuses for good works	107	53.5	97	48.5	5	2.5	1	0.5	3.65
Grand Mean										3.39

Source: Fieldwork 2019

Table 1 above shows that 137 (68.5%) of the respondents strongly agreed, 62 (31%) agreed to the statement that monetary incentives influence teachers’ attitude to work while only 1 (0.5%) of the respondents disagreed with the statement. This implies that monetary incentives have great influence on teachers’ attitude to work. Item 2 also indicated that 58 (29%) of the respondents strongly agreed, 127 (63.5%) of the respondents agreed affirming the statement that monetary incentive is the main motivator teachers crave for, while 12(6%) of the respondents disagreed and 3 (1.5%) of the respondents strongly disagreed to the statement. In a similar trend, it was observed that delay in the payment of teachers’ salary negatively affects teachers’ behaviour. This was affirmed by the supportive claim of 93 (46.5%) of the respondents who strongly agreed and 92 (46%) respondents who agreed, while some respondents had contrary claim of the statement with 11 (5.5%) of the respondents’ haven disagreed and 3 (1.5%) of the respondents also strongly disagreed with the statement.

Research Question 2: Do non-monetary incentives affect teachers’ attitude to work?

Table 2

S/N	Items	SA	%	A	%	D	%	SD	%	\bar{X}
6	Recognizing teachers efforts by praising them brings about positive attitude to work	90	45	95	47.5	6	3	9	4.5	3.33
7	Promotion opportunities makes teachers more dedicated to work	109	54.5	77	38.5	10	5	4	2	3.46
8	Teachers love being involved in the	86	43	102	51	7	3.5	5	2.5	3.35

	decision making process of the organization										
9	Working conditions in schools affects teachers' attitude to work	49	24.5	138	69	10	5	3	1.5	3.17	
10	Non-monetary incentives do not have any influence on teachers' attitude to work	21	10.5	36	18	91	45.5	52	26	2.13	
	Grand Mean									3.09	

Non-monetary Incentives and Teachers' Attitude to Work

Source: Fieldwork 2019

The results in table 2 shows that 90 (45%) of the respondents strongly agreed, 95 (47.5%) of the respondents agreed that recognizing teachers' effort brings about positive attitude of teachers to work, 6 (3%) of the respondents disagreed, while 9 (4.5%) of the respondents strongly disagreed. Item 7 showed that 109 (54.5%) of the respondents strongly agreed and 77 (38.5%) of the respondents agreed, 10 (5%) of the respondents disagreed, while 4 (2%) of the respondents strongly disagreed that providing promotion opportunities makes teachers more dedicated to work.

Item 10 showed that 21 (10.5%) of the respondents strongly agreed, 36 (18%) of the respondents agreed, 91 (45.5%) of the respondents disagreed, while 52 (26%) of the respondents strongly disagreed that non-monetary incentives do not have any influence on teachers' attitude to work.

Research Question 3: Does any relationship exist between monetary and non-monetary incentives and teachers' job satisfaction?

Table 3 .Relationship between Monetary and Non-Monetary Incentives and Teachers' Job Satisfaction

S/N	Items	SA	%	A	%	D	%	SD	%	\bar{X}
11	Teachers derives job satisfaction solely from monetary incentives	25	12.5	36	18	113	56.5	52	26	2.43
12	Teachers are satisfied when monetary and non-monetary incentives are provided	123	61.5	49	24.5	21	10.5	17	8.5	3.49
13	Educational administrators provides more of monetary incentives than non-monetary incentives for teachers' satisfaction	72	36	54	27	53	26.5	21	10.5	2.89
14	Monetary and non-monetary incentives are not factors for job	34	17	25	12.5	75	37.5	66	33	2.14

satisfaction										
15	I am satisfied with the monetary and non-monetary incentives available to me as a teacher	16	8	56	28	117	58.5	11	5.5	2.39
Grand Mean										2.67

Source: Fieldwork 2019

Table 3 above shows that 25 (12.5%) of the respondents strongly agreed, 36 (18%) agreed to the statement that teachers derive job satisfaction solely from monetary incentives, while 113 (56.5%) of the respondents disagreed to the statement and 52 (26%) of the respondents strongly disagreed. This implies that teachers’ job satisfaction does not solely comes from monetary incentives. Item 15 also indicated that 123 (61.5%) of the respondents strongly agreed, 49 (24.5%) of the respondents agreed affirming the statement that teachers are satisfied when monetary and non-monetary incentives are provided, while 21 (10.5%) of the respondents disagreed and 17 (8.5%) of the respondents strongly disagreed with the statement. Also, it was observed that teachers are currently not satisfied with the level of monetary and non-monetary incentives available to them. This was affirmed by the supportive claim of 117 (58.5%) of the respondents who disagreed and 11 (5.5%) respondents who strongly disagreed, while some respondents had contrary claim of the statement with 16 (8%) of the respondents’ who strongly agreed and 56 (28%) of the respondents also agreed to the statement.

Test of Research Hypotheses

HO₁: There is no significant relationship between monetary incentives and teachers’ attitude to work.

Table 4: Relationship between Monetary Incentives and Teachers Attitude to Work

Variables	Mean	N	df.	p	r- cal.	r- tab	Decision	
Monetary Incentives	3.39		200	198	0.05	0.436	0.195	Rejected
Attitude to Work	3.11							

Source: Fieldwork, 2019

Table 4 shows a positive and significant relationship between monetary incentives and teachers’ attitude to work $r_{cal} 0.436 > r_{tab} 0.195$ $P < 0.05$. the stated null hypotheses which states that there is no significant relationship between monetary incentives and teachers’ attitude to work is hereby rejected.

HO₂: There is no significant relationship between non-monetary incentives and teachers’ attitude to work.

Table 5: Relationship between Non-Monetary Incentives and Teachers Attitude to Work

Variables	Mean	N	df.	p	r- cal.	r- tab	Decision
Non-Monetary Incentives	3.08						
	200	195	0.05	0.551	0.195		Rejected
Attitude to Work	3.11						

Source: Fieldwork, 2019

The result of table 5 revealed that r.cal of 0.551 is greater than the r.tab of 0.195 at 0.05 level of significance.

This infers that the formulated null hypothesis is rejected and the alternate hypothesis which states that there is no significant relationship between non-monetary incentives and teachers' attitude to work is accepted.

5. DISCUSSION

Hypotheses one states that there is no significant relationship between monetary incentives and teachers' attitude to work. It was found that there exists significant relationship between monetary incentives and teachers' attitude to work. This finding is supported by Lazear (2013) who stated that money has been recognized as a source of satisfying people in so many ways like psychological, social and security needs, improving the level of their productivity and having a positive attitude to work.

Hypothesis two states that there is no significant relationship between non-monetary incentives and teachers' attitude to work. It was found that there exists significant relationship between non-monetary incentives and teachers' attitude to work. This is corroborated with the study carried out by (McBeth, 2012) opined that non-monetary rewards increases employee motivation to work by raising their self-esteem and can also satisfy employees professional ambitions and personal fulfilment.

The implication of this result is that the more motivated a teacher is, the more productive the teacher will be with a positive attitude towards carrying out his duties and the more likely the teacher and the school will attain their respective goals than schools who provide little or no motivation for teachers. This emphasized the fact that motivated teachers tend to have a more positive approach to work than less motivated teachers. The result of the findings shows that monetary and non-monetary incentives have a significant relationship to the attitude of teachers in their place of work, therefore it is empirical for educational administrators to provide teachers with the needed monetary and non-monetary incentives in order to have teachers develop a positive attitude to work.

6. CONCLUSION

Today's fast changing environment needs teachers who are willing to work with a positive attitude in order to inculcate necessary values and knowledge to students for them to be useful to themselves and the society at large and to achieve the afore-mentioned positive attitude of teachers, the government and educational administrators must understand that provision of incentives is key to having teachers exhibit positive attitude to work. Leaders who are likely to succeed in ensuring positive attitude of teachers are those who pay attention to needs of individual and personal development of staff and encourage followers to be creative and innovative. This simply means that school administrators should pay close attention to their teachers in school environment. If the academic staff is satisfied, they are expected to be more productive, less absent and stay with a positive attitude in the organization. This in turn leads to high quality of education, high performance and productivity among staff.

7. RECOMMENDATIONS

Base on the findings of this study, the following recommendations were made:

1. Plans should be made by school administration to make monetary incentives available for teachers.
2. The principals should pay attention to the attitude of teachers in order to understand the incentive schemes that will spur them to greater works.
3. The government should ensure prompt payment of teachers' salaries and provide other financial bonuses to teachers in other to keep teachers motivated and enhance their productivity.
4. The school administrators should improve on the monetary and non-monetary incentives packages given to their teachers in order to get the best out of them.

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